CMI Level 3 in Managing AI Adoption

Syllabus | May 2026 | v02

Contents

Version Control

For details on the rationale for the syllabus changes, please refer to Annex 3: Revisions to Document
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Date	Amendments Made
April 2026	First Publication
May 2026	Inclusion of units 360 (Principles of Cyber Security for First Line Managers) and 361 (Data Principles for First Line Managers)

Introduction

Qualification Objective

Artificial Intelligence (AI) adoption management is crucial for organisations seeking long-term success in an increasingly digital and data-driven world. It involves integrating AI technologies into day-to-day operations, ensuring that technological, business and ethical goals are balanced effectively. This approach helps organisations mitigate risks related to market disruption and competitive pressure, fosters innovation, enhances productivity and creates new business opportunities.

These qualifications are designed to support practicing or aspiring first-line managers and supervisors, who are responsible for implementing the organisation's AI adoption strategy within their team or area of work. Through these qualifications, they will develop a foundational understanding of AI management at a supervisory level, and acquire the skills and knowledge to manage and drive change, lead team members ethically through AI integration, and understand its local impact.

Extensive research has been undertaken to ensure that these qualifications reflect skills and knowledge required in the workplace. Sources of information include, but are not limited to:

- Comparability to existing Level 3 Digital/Technology qualifications
- Mapped to CMI Professional Standards
- Stakeholder and Subject Matter Expert consultation and input

Titles and Reference Numbers

The title given below is the title as it will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the Regulated Qualifications Framework (RQF) and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore, all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI Code	Title	Qualification Reference Number
3A46	CMI Level 3 Award in Managing AI Adoption	610/7231/X
3C46	CMI Level 3 Certificate in Managing AI Adoption	610/7232/1
3D46	CMI Level 3 Diploma in Managing AI Adoption	610/7233/3

Operational Start Date

These qualifications are regulated from 1st April 2026 and the operational start date in CMI Centres is 1st April 2026. See the CMI External Qualification List for review date.

Progression Opportunities

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of CMI Level 3 Qualifications in Managing AI Adoption - For example, completing an Award and topping-up to Certificate or Diploma.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 3 Qualifications in First Line Management and Leadership.

Entry Requirements

These qualifications can be offered to learners from age 16. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centres must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- provide relevant programme information, guidance and advice, to enable informed Learner choice
- publish entry and selection criteria
- demonstrate that Learners are recruited with integrity
- carry out comprehensive Learner induction that:
    1. addresses programme and organisational requirements
    2. explains Learner facilities
    3. identifies Learners' development needs
    4. develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

Qualification Structure

Rules of Combination

CMI Level 3 Award in Managing AI Adoption
Learners must select at least one unit to a minimum of 50 TQT hours to achieve this qualification.
The minimum GLH is 21 hours. Minimum credits: 5

CMI Level 3 Certificate in Managing AI Adoption
Learners must select at least two units to a minimum of 130 TQT hours, from any units in the table below, to achieve this qualification.
The minimum GLH is 51 hours. Minimum credits: 13

CMI Level 3 Diploma in Managing AI Adoption
Learners complete a minimum of six units to a total of 400 TQT hours, from any units in the table below, to achieve this qualification.
The minimum GLH is 158 hours. Minimum credits: 40

Barred Unit Combination:

There is a barred unit combination against the following units. Learners can select either of the units, but not both to complete to achieve the qualification. This applies to the Award, Certificate and Diploma:

- *357 - Managing Data and Information with AI*
- *361 - Data Principles for First Line Managers*

Unit No.	Unit Title	GLH	TUT	Credit
Driving Change				
354	Navigating the Adoption of AI Technologies	31	70	7
Communication & Human Skills				
355	Managing Teams through AI Implementation	31	70	7
356	Utilising AI for Stakeholder Communication	36	80	8
Making an Impact				
357	Managing Data and Information with AI	21	50	5
Governance				
358	Nurturing a Culture of AI Readiness	40	80	8
AI and Digital Fluency, Data and Cyber				
359	AI Awareness for First Line Managers	20	60	6
360	Principles of Cyber Security for First Line Managers	20	60	6
361	Data Principles for First Line Managers	20	60	6

Suggested Pathways

There are no mandated pathways or unit combinations, other than meeting minimum credit/TQT thresholds identified above.

However, for any manager or leader re- or up-skilling in this area, they may wish to complete Unit 359 - AI Awareness for First Line Managers. This unit provides foundational knowledge and awareness of sustainability principles, complementing other units.

Qualification Delivery

CMI does not specify the mode of delivery for its qualifications at Level 3; therefore, CMI Centres are free to deliver the Level 3 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.
For CMI requirements regarding Tutor/Deliverers of CMI qualifications, please refer to the CMI Centre Handbook for more information.

Accessibility of CMI Qualifications

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Further information, please see the CMI Reasonable Adjustments and Special Consideration Policy.

Recognition of Prior Learning (RPL)

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in CMI RPL policy.

Assessment and Quality Assurance

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- the selected assessment task/activity is relevant to the content of the unit
- there are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- the language used in the assessment is free from any bias
- the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

Learner Authenticity

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally, the Learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Assessment Grading

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Quality Assurers of CMI qualifications, please refer to the CMI Quality Assurance Manual for more information.

Suggested Assessment Methodologies

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

CMI Code	Title	Case Study	Report	Plan	Written Accounts	Presentation	Work Based Evidence	Reflective Account	Guide or fact sheet
354	Navigating the Adoption of AI Technologies		✓				✓		
355	Managing Teams through AI Implementation		✓	✓			✓		
356	Utilising AI for Stakeholder Communication		✓			✓	✓		
357	Managing Data and Information with AI	✓	✓	✓		✓	✓	✓	
358	Nurturing a Culture of AI Readiness						✓		✓
359	AI Awareness for First Line Managers	✓			✓				
360	Principles of Cyber Security for First Line Managers	✓			✓				
361	Data Principles for First Line Managers	✓			✓				

Group assessment is not a recognised assessment method for this qualification. Learners must provide evidence that they meet the requirements of each assessment activity on their own merit.

Word Count and Appendices

The written word, however, generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 3. The guideline word count for units within this qualification are summarised below, and varies depending on the size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy.

Unit No.	Unit Title	Guideline Word Count
354	Navigating the Adoption of AI Technologies	2500
355	Managing Teams through AI Implementation	3000
356	Utilising AI for Stakeholder Communication	3500
357	Managing Data and Information with AI	2750
358	Nurturing a Culture of AI Readiness	3000
359	AI Awareness for First Line Managers	3000
360	Principles of Cyber Security for First Line Managers	3000
361	Data Principles for First Line Managers	3000

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

External Marking

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assessments externally marked.

Some CMI Centres choose to send one assessment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to the fee's guide for current pricing.

Appeals Against Assessment Decisions

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by a CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

Where an assessment decision has been made by CMI (via External Marking or Moderation), a Learner or a Centre may log a Stage 2 appeal with CMI.

For further information, please see CMI's Appeals Procedure.

CMI Services

CMI Membership

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learner's studies dependent on successfully completing an assessment with CMI.

Chartered Manager

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager, please click here

Study Resources

ManagementDirect - https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

ManagementDirect is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 231 Management Checklists and 64 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 eBooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and
- citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of the topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research, try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work. Our online CPD scheme enables you to record your learning objectives, the activities you have undertaken and encourages you to assess its impact in your role as a manager. It also allows you to print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

Units

Definitions

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinars and telephone tutorials and e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competence based assessments.
- Key words highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Suggested reading/web resource materials developed to compliment the unit content.

It is recommended that Learners have sight of each unit of study in preparation for assessment.

Unit Summary

The below table summarises the Level 3 units:

354 - Navigating the Adoption of AI Technologies	Artificial Intelligence (AI) in the workplace can be transformative. By harnessing the capability of AI, First Line Managers can identify ways to manage individuals and teams more efficiently, streamline workflows, improve communication and stay organised. From an organisational perspective, adopting the right AI tools can contribute to the delivery of its strategic plan and the ability to meet stakeholder requirements. On successful completion of the unit, First Line Managers will understand the benefits and challenges of adopting AI and how new AI innovations can support the achievement of organisational and professional goals.
355 - Managing Teams through AI Implementation	An effective First Line Manager is equipped with the knowledge, skills, and behaviours to engage, motivate, and inspire people and teams in a digital age. This is underpinned by an understanding of how to manage and lead people, often remotely or in hybrid settings, in a way that not only provides clear direction but also leverages digital tools while recognising and responding to individual needs and aspirations through the promotion of equity, diversity, inclusion, and wellbeing. On successful completion of the unit, First Line Managers will have developed an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact in the digital workplace.
356 - Utilising AI for Stakeholder Communication	Effective communication is a theme that runs through all management and leadership practice, especially in the context of adopting and leveraging Artificial Intelligence (AI). It supports the development of stakeholder relationships, which are essential for organisational success. Changes in technology and society, particularly the integration of AI tools and data-driven insights, mean communication approaches are ever evolving. First Line Managers need to be agile, able to flex their communication style to explain AI concepts, manage expectations around automation, and engage and inspire others in an AI-driven environment. On successful completion of the unit, First Line Managers will have explored the role of effective communication in their working practice, including how to clearly articulate the value and limitations of AI, and how this can be used to build and sustain successful collaborative relationships in a technologically advanced workplace.

357 - Managing Data and Information with AI	The ability to solve problems, make timely business decisions and respond to customers' needs is all dependent on the ability to access good quality data and information. AI is increasingly essential in managing the growing volumes of data, as this challenge has become increasingly difficult to manage. On successful completion of this unit, First Line Managers will be equipped with the knowledge of how AI can be used to gather, assess and analyse different types of data and information, and how to report findings for different business purposes within legal and organisational guidelines.
358 - Nurturing a Culture of AI Readiness	All organisations have a unique structure, character and culture. Without developing an awareness of how an organisation operates, particularly in the context of adopting Artificial Intelligence (AI) tools and strategies, it is challenging to lead and manage people effectively. Awareness begins with an understanding of the way different organisations are structured, as well as how they are influenced by culture, values and ethics, especially concerning AI ethics and governance. On successful completion of the unit, First Line Managers will understand the role of an organisation's strategic business plan, including its AI strategy, and how they can contribute to the organisation's success.
359 - AI Awareness for First Line Managers	This unit aims to equip First Line Managers with the essential knowledge and critical skills required to integrate Artificial Intelligence (AI) tools responsibly into their team operations. It will explore the range of AI tools available to drive team productivity, whilst developing an understanding of legal and organisational frameworks impacting AI usage. This unit also focuses on the "human element" of technology adoption, teaching First Line Managers how to build team confidence and develop awareness of how to use accountable judgement for AI-informed decision making.
360 - Principles of Cyber Security for First Line Managers	This unit aims to equip First Line Managers with the foundational knowledge and practical habits required to maintain a secure digital environment within their teams. It will explore the most common cyber threats facing modern workplaces—such as phishing, social engineering, and data leakage—while developing an understanding of the manager's role in enforcing organisational security policies. This unit also focuses on the "human element" of defense, teaching First Line Managers how to foster a culture of vigilance, identify behavioral red flags, and lead their teams effectively during the initial stages of a suspected security incident.
361 - Data Principles for First Line Managers	This unit aims to equip First Line Managers with the foundational data literacy and management skills required to handle organisational information effectively and ethically. It explores the "data lifecycle" within a team context—from accurate collection and storage to basic analysis and reporting—while developing an understanding of the legal and organisational requirements for data privacy and protection. This unit also focuses on the "human element" of data, teaching First Line Managers how to move their teams away from "gut-feel" decision-making toward evidence-based practices. Managers will learn how to build team confidence in using data to track progress, improve quality, and maintain operational transparency.

Unit 354 - Navigating the Adoption of AI Technologies

Ofqual unit number	D/652/0249
RQF level	3
Guided learning hours	31
Total unit time	70
Credits	7
Aims of unit	Artificial Intelligence (AI) in the workplace can be transformative. By harnessing the capability of AI, First Line Managers can identify ways to manage individuals and teams more efficiently, streamline workflows, improve communication and stay organised. From an organisational perspective, adopting the right AI tools can contribute to the delivery of its strategic plan and the ability to meet stakeholder requirements. On successful completion of the unit, First Line Managers will understand the benefits and challenges of adopting AI and how new AI innovations can support the achievement of organisational and professional goals.
Keywords	Technology. Innovation. Types. Benefits. Limitations. Barriers. Research. Proposal. Evidence. Recommendations. Success.

Learning outcome 1
Understand the benefits and limitations of using technology in the workplace
Assessment criteria
1.1 Summarise the **types** of technology used in the workplace 1.2 Explain the **factors** which inform the use of technology in organisations 1.3 Discuss the **benefits** of technology in the workplace 1.4 Outline the **limitations** and **barriers** of using technology in the workplace

Indicative content
1.1 **Types**: *may include but are not limited to:* ● *Desktop applications (for example, AI tools to produce enhanced documents, spreadsheets, presentations).* ● *Communication tools (for example, AI enhanced email, video conferencing, and personalised automated responses).* ● *Document management systems (for example using AI-powered indexing and search to share, edit, and store documentation).* ● *Customer Relationship Management (CRM) systems (for example, AI-based CRM systems integrate artificial intelligence to move beyond data storage, offering predictive analytics, personalisation and automation).* ● *AI enabled dynamic Project management systems (for example, to plan, manage and monitor projects).* ● *Time management and prioritisation applications (for example using AI for smart scheduling and calendar optimisation)* ● *Cloud based computing: AI accessed via the internet.* ● *Business intelligence tools: Data analytics, reporting, dashboards - using AI to transform raw data into automated visual insights* ● *Design tools: Artificial Intelligence (AI), Augmented Reality (AR), Machine Learning (ML). AI BOTS.* ● *Other technologies (for example, Robotic Process Automation (RPA), inventory and logistics management).* 1.2 **Factors**: *may include but are not limited to:* ● *Type and purpose of organisation (for example how the core mission is enhanced or transformed by digital capabilities and AI integration)* ● *Organisational, legal and regulatory frameworks: Policies. Procedures (for example, data protection, AI ethics, confidentiality, cyber security, Data Use and Access regulations).* ● *Organisational strategy for technology (for example how an organisation aligns business goals with the integration of AI technology)* ● *Finance to implement and maintain technology (for example AI driven analysis of data to predict financial impacts)* ● *Organisational culture (for example human-AI hybrid workforce and the impact on roles)* ● *Ethical and social considerations (for example, inclusive communication, ability to access AI).* 1.3 **Benefits**: *may include but are not limited to:* ● *People: Improved communication, motivation, engagement. facilitating different types of working (for example, remote working, hybrid working, on-site).* ● *Task management and process automation: using AI to increase productivity, reduce administration, streamline data and information gathering, workflow efficiency.* ● *Outputs: Competitive advantage, reduced cost of production, meeting customer needs and expectations; utilising predictive modeling to stay ahead of market trends. Problem solving and decision making; using data-driven decision support systems. Collate, interpret and communicate data and information more effectively through automated reporting and real-time visualisation tools.* ● *Corporate Social Responsibility (CSR) and sustainability: Reduction in energy consumption. Contribution to green agenda, net zero optimisation, real time impact management* 1.4 **Limitations and barriers:** *may include but are not limited to:* ● *People: Capability to use technology (AI literacy programs for individual, team, stakeholders). Ethical issues (fair access to AI, impact, mistrust of AI, individual preference for using AI).* ● *AI systems requirements: Hardware and software. Integration between existing and new systems. Internet speed and access. Security (for example, cyber security, theft, confidentiality).*

- *Costs: AI Implementation costs of hardware and software. Operating costs (for example, AI Licence fees, AI specialist help desk support). Training requirements.*
- *Compliance with organisational, regulatory and legal requirements (for example, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015).*

Learning outcome 2
Be able to propose new and emerging technologies to improve organisational performance
Assessment criteria
2.1 Research **new and emerging technology** that can support an **organisation's performance** 2.2 Present a **proposal** for using a new or emerging technology to respond to **business need**
Indicative content

2.1 **New or emerging technology:** *may include but is not limited to:*

- Generative Artificial Intelligence (AI)
- Narrow AI.
- Natural Language Processing (NLP)
- Virtual Reality (VR) and Augmented Reality (AR)
- Robotic Process Automation (RPA).
- Machine Learning (ML).
- AI BOTS.
- Use of apps.
- Other technologies.

Organisational Performance: *may include but is not limited to:*

- *Provide 24/7 Customer services.*
- *Automating routine and complex tasks*
- *Data analysis and decision making*
- *Production automation*
- *Resource management (for example, streamlining recruitment processes).*
- *Sales & Marketing (for example AI data analytics tools to unlock actionable insights)*
- *Projects (for example using machine learning for data analysis).*
- *Learning and development (for example AI driven personalised learning pathways)*
- *Environmental goals.*

2.2 **Proposal**: *may include but is not limited to:*

- *Business need (for example, AI adoption to streamline/replace/automate existing systems and processes).*
- *Proposed type of new or emerging technology to meet the business need.*
- *Analysis of data and information to support the case for using new or emerging technology.*
- *Impact of new or emerging technology on delivery of tasks and activities.*

- *Role and responsibilities (for example, span of control - manage and lead people, teams. People and stakeholder development).*
- *Professional development.*

Business need: *may include but are not limited to:*

- Improvement to services for customers (stakeholder management).
- Initiatives for CSR and sustainability (for example, using AI for Precision Energy Management).
- The delivery of operational activities (for example automation of routine tasks).
- Production methods and outputs.
- Problem solving and decision making (for example enhancing human judgment with AI)
- Resource management (for example, dynamic resource allocation).
- Sales growth (for example, predictive lead scoring uses AI and machine learning to analyse data (behavioral, demographic, intent) to dynamically score leads, predicting their likelihood to convert)
- Marketing and competitive advantage (for example AI can change website layout or content in real-time based on the visitor's profile)
- Project delivery.
- Learning and development (for example Implement Hyper-Personalised AI Learning Paths)
- Management and leadership capabilities (for example using AI to conduct routine tasks, freeing managers and leaders to focus on high value tasks)
- Change and continuous improvement (for example AI readiness)

Requirements and recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.

1. The learner may be asked to **write a report** on the benefits and limitations of using technology in the workplace. (AC 1.1, 1.2, 1.3, 1.4)

2. The learner may be asked to develop an **electronic presentation** of no more than 10 slides which will be accompanied by brief presentation notes entitled:

'Proposal for new and emerging technologies to improve organisational performance'

The learner may present **work based evidence**, accompanied by reports and reflective accounts to meet each of the assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Articles -

How to manage Gen Z: born digital and fluent in technology

Improve remote working practices to minimise staff sickness

Blog -

The 5 Barriers to Effective Digital Transformation

Useful Links

AI and Product Management: Navigating Ethical Considerations

https://www.pragmaticinstitute.com/resources/articles/product/ai-and-product-management-navigating-ethical-considerations/

The Importance of Modern Technology in the Workplace

https://www.protectedtrust.com/technology-in-the-workplace/

The Role of Technology in the Workplace (2024)

https://kitaboo.com/technology-in-the-workplace/

Books

Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6th Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5th Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion*): The Choir Press. London, UK.

Suggested Reading

- Christensen, C M. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Harvard Business Review Press.
- Daim, T.U. et al. (2014). *Technology Development: Multidimensional Review for Engineering and Technology Managers - Innovation, Technology, and Knowledge Management*. Springer International Publishing AG.
- Lansiti, M. & Lakhani, Karim R. (2020). *Competing in the age of AI: Strategy and leadership when algorithms and networks run the world*. Gilden media.
- Kale, Vivek. (2014). *Guide to Cloud Computing for Business and Technology Managers: From Distributed Computing to Cloudware Applications*. Taylor & Francis Inc.
- Shane, Scott A. (2013). *Technology Strategy for Managers and Entrepreneurs*. Pearson education.
- Shim, Jae K. (2010). *A Manager's Guide to Information Systems and Technology*. Global Professional Publishing Ltd.
- Ure, Jenny. & Jaegersberg, G. (2005). *Invisible Architecture: The benefits of aligning people, process & technology: case studies for system designers & managers*. BCS Learning & Development Limited.

Unit 355 - Managing Teams through AI Implementation

Ofqual unit number	K/652/0251
RQF level	3
Guided learning hours	31
Total unit time	70
Credits	7
Aims of unit	An effective First Line Manager is equipped with the knowledge, skills, and behaviours to engage, motivate, and inspire people and teams in a digital age. This is underpinned by an understanding of how to manage and lead people, often remotely or in hybrid settings, in a way that not only provides clear direction but also leverages digital tools while recognising and responding to individual needs and aspirations through the promotion of equity, diversity, inclusion, and wellbeing. On successful completion of the unit, First Line Managers will have developed an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact in the digital workplace.
Keywords	Management, leadership, styles, application, techniques, needs, aspirations, challenges, approaches, success.

Learning outcome 1
Understand approaches to management and leadership
Assessment criteria
1.1 Outline the **relationships** between management and leadership 1.2 Summarise different management and leadership **approaches** 1.3 Identify how approaches to **management and leadership** can be applied to **work situations**

Indicative content
1.1 **Relationships**: *may include but are not limited to:* ● *Management: Responsibility for planning activities (Predictive Planning), allocating tasks and activities (including use of Intelligent Delegation: deciding whether a task should go to a human or an AI agent). Managing AI as a resource. Management and monitoring outcomes of tasks and activities (for example, Outcome Analytics: use AI to analyse the quality and impact of the outcome). Recording and reporting (for example synthesis and visualisation of data using generative AI), Interpretation, application and monitoring of policy, procedure and compliance.* ● *Leadership: Motivates, engages, supports, inspires others (for example, individuals and teams). Builds relationships, promotes equity, diversity, inclusion and wellbeing.* 1.2 **Approaches**: *may include but are not limited to Action Centred Leadership (Adair, 1979), Situational Leadership (Hersey & Blanchard, 1969), Leadership Continuum (Tannenbaum & Schmidt, 1958), Ethical Leadership (Mendonca & Kanungo, 2007), Transactional Leadership (REF), Transformational Leadership (REF), Authentic Leadership (Goffee & Jones, 2011)* 1.3 **Management and leadership:** *refer to approaches in AC1.2* **Work situations**: *may include but are not limited to:* ● *Business as Usual (BAU) activities (for example routine tasks handled by AI)* ● *Responding to a crisis/emergency. (for example scenario modelling using predictive AI simulations)* ● *Briefing people on the use of a policy or procedure (for example interactive briefings using AI generated scenarios)* ● *Meeting a deadline (using data to better anticipate time and resource requirements)* ● *Working together (for example, one-to-one, remote workers, teams of different sizes).* ● *Managing a change (for example personalised change journeys through AI to match specific individuals)* ● *Developing people (for example skills gaps analysis and real time learning through AI)*

Learning outcome 2
Know how to effectively manage and lead people
Assessment criteria
2.1 Describe **methods** to understand the needs and aspirations of people 2.2 Outline **approaches** to effectively manage and lead people
Indicative content
2.1 **Methods:** *may include but are not limited to:* ● *Formal and informal methods: One-to-one meetings. Continuous Professional Development (CPD) activities (including CPD and personalised AI learning paths). Performance reviews. Real time feedback. Appraisals. Self Assessment Diagnostics (for example, CMI Management Diagnostics). Career development discussions. Staff engagement, wellbeing, diversity, equity and inclusion surveys. Learning needs analysis (for example through AI driven skills gaps analytics). Skills and strengths assessment. Coaching (for example using AI as a 'shadow coach'). Mentoring. New or existing staff declaration of need forms (for example, health, disability).* ● *Use of communication techniques: Active listening. Effective questioning. Providing feedback.* 2.2 **Approaches:** *may include but are not limited to:* ● *Support people to understand their role (for example, individual, team, wider organisation, other stakeholders), including how their work interacts with automated systems and AI workstreams.* ● *Communicate effectively using a range of techniques (for example, AI enhanced listening, question, provide augmented feedback, negotiate, ethical influence).* ● *Manage people within the rules. Application of legal, regulatory, organisational policy and procedures, ensuring compliance with data ethics and AI usage policies* ● *Set clear expectations and objectives. Monitor progress, provide guidance and give feedback (continuous improvement), using AI data-driven insights to track performance fairly* ● *Interpret organisational strategy and how this impacts on people and teams. Specifically how digital transformation or new technology adoption changes day-to-day workflows* ● *Managing problems & making decisions. Use of techniques, being aware of the impact of decision making on others (for example root cause analysis with AI, and human-in-the-loop decision making)* ● *Promote continuous learning and development (for example, AI driven learning pathways, AI driven simulated environments, coaching human-AI synergy).* ● *Build relationships, acknowledge and value differences. Implement and apply reasonable workplace adjustments. Promote wellbeing.* ● *Role model values, behaviours and ethics of the organisation. Ensuring that ethical AI use and digital integrity are reflected in your personal leadership style* ● *Use emotional intelligence and awareness to meet individual needs.* ● *Motivate, delegate, empower, encourage people, finding the right balance between automated tasks and high-value human work to keep the team engaged* ● *Recognise and reward success*

Learning outcome 3
Understand approaches to effectively manage and lead teams
Assessment criteria
3.1 Explain the **challenges** of managing and leading different **types of teams** 3.2 Identify **approaches** to respond to the challenges of managing and leading teams 3.3 Describe how a team of people can develop into a **high performing team**
Indicative content
3.1 **Challenges**: *may include but are not limited to:* ● *Level of team maturity, size and scope (for example, newly formed/long established team, Local, Regional, International teams).* ● *Team resourcing (for example, vacancies within a team, different contractual arrangements for team members), exploring how AI-driven automation can mitigate capacity gaps caused by vacancies or fluctuating workloads* ● *Levels of productivity, capability and capacity at individual and team level (for example the level of outputs by leveraging AI assistance)* ● *Team cohesion (for example using AI to break down information silos)* ● *Communication problems and conflict (for example finding the right balance between AI and human (emotion) generated messaging)* ● *Levels of team member engagement.* ● *Levels of motivation (for example using AI to remove monotonous tasks)* ● *Resistance to change. Proactively managing the psychological and practical barriers to adopting new AI tools or digital technologies* ● *Team culture and group think (for example, shared attitudes to equity, diversity, inclusion, wellbeing, leadership).* **Types of teams**: *may include but are not limited to Functional teams (for example, sales, customer service, administration). Cross Functional Teams. Distributed teams. Project Teams. Remote teams. Virtual Teams. Human-AI Hybrid Teams. Innovation Teams.* 3.2 **Approaches**: *may include but are not limited to:* ● *Managing people and teams performance by setting clear measurable objectives (for example using AI to track real time progress).* ● *Supporting people and teams (for example, continuous learning and development, coaching and mentoring, team building/motivation activities), including the integration of AI-driven personalised learning platforms and digital engagement tools.* ● *Providing guidance to people and teams. Acting as a mentor to help staff navigate complex workflows and the responsible use of emerging technologies* ● *Use of effective communication and feedback techniques to promote continuous improvement (for example using AI driven personalised learning pathways).* ● *Challenging attitudes and behaviours (for example challenging resistance to AI adoption)*

- *Monitoring progress, using AI analytical oversight to track milestones*
- *Conflict management.*
- *Application of human resources policy and procedures (for example, Use AI predictive analytics to manage resource gaps, and the carbon cost and sustainability of AI adoption).*

3.3 **Teams**: *may include but are not limited to:*

- *Ability to work collectively and use human AI hybrid working to achieve organisational goals and objectives.*
- *Clearly defined team and individual roles and responsibilities, ensuring clarity in how humans interact with automated workflows*
- *Shared purpose, values, ethics and behaviours (uphold codes of practice, policy and procedure), specifically extending these standards to the ethical use of data and AI systems*
- *Commitment to quality, maintaining high standards in both manual work and the validation of AI-generated results*
- *Individual and collective accountability for success and failure.*
- *Diversity of skills, experience and expertise, valuing a mix of traditional professional skills and digital literacy*
- *Effective use of communication. Sharing information, good practice and organisational goals. (for example finding the right balance between AI and human (emotion) generated messaging)*
- *Inclusive practice. Understands and promotes equity, diversity, inclusion and wellbeing (for example Use AI to promote equity)*
- *Collaborative and cohesive working practices. Mutual trust, respect and support. Open and approachable (for example being open and honest about the impact AI adoption will have on the team).*
- *Ability to make effective decisions (for example using AI driven data analytics for effective decision making)*
- *Ability to resolve conflict*
- *Ability to be agile and adaptable to meet challenges (open to change, resourcefulness, innovative, seeks solutions) remaining flexible as new AI capabilities emerge*
- *Resilience and determination in completing work tasks - Remain flexible as new AI capabilities emerge*
- *Commitment to learning and growing (change/continuous improvement). (for example the team is constantly learning to use new AI features to improve business as usual)*

Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. The learner may be asked to write a **report** entitled: *'Approaches to managing and leading people and teams'*
2. The learner may present **work based evidence**, accompanied by reports/reflective accounts to meet each of the assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Checklists -
041 Leading from the middle
048 Empowerment
088 Steps in successful team building
CMI Models -
Train Managers How to Effectively Coach Their Teams
Articles -
Article:
The Ultimate Guide To Mentoring
Useful Links -
10 Management Styles Of Effective Leaders
https://www.forbes.com/advisor/business/management-styles/
Leadership Styles and Innovation Management: What Is the Role of Human Capital?
https://www.mdpi.com/2076-3387/13/2/47
A guide to managing effectively (and why it's important)
https://uk.indeed.com/career-advice/career-development/managing-effectively
How to Manage and Lead a High Performing Team: Tips and Strategies
https://www.thomas.co/resources/type/hr-blog/how-manage-and-lead-high-performing-team-tips-and-strategies

Books
Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). A Level Business: Pearson Edexcel (6th Edn). Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). Cambridge International AS & A Level Business Coursebook. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) AQA A-Level Business (5th Edn). Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): Management and Administration T Level: Core. Hodder Education. London. UK.

Webb, T. (2022) Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion): The Choir Press. London, UK.

Suggested Reading
Bermudez, A., (2022) Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength: Independently Published.

Kouzes, J.M., & Posner, B.Z. (2022) The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7th Edn). Jossey-Bass. London. UK.

Pittino, D. (2022) The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader. London, UK.

Stone, R.L. (2023) Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact: Independently Published.

Unit 356 - Utilising AI for Stakeholder Communication

Ofqual unit number	M/652/0253
RQF	3
Guided learning hours	36
Total unit time	80
Credits	8
Aims of unit	Effective communication is a theme that runs through all management and leadership practice, especially in the context of adopting and leveraging Artificial Intelligence (AI). It supports the development of stakeholder relationships, which are essential for organisational success. Changes in technology and society, particularly the integration of AI tools and data-driven insights, mean communication approaches are ever evolving. First Line Managers need to be agile, able to flex their communication style to explain AI concepts, manage expectations around automation, and engage and inspire others in an AI-driven environment. On successful completion of the unit, First Line Managers will have explored the role of effective communication in their working practice, including how to clearly articulate the value and limitations of AI, and how this can be used to build and sustain successful collaborative relationships in a technologically advanced workplace.
Keywords	Stakeholder, communication, approaches, technology, legislation, barriers, building, sustaining, collaboration, success

Learning outcome 1
Know how to build sustainable collaborative relationships with stakeholders
Assessment criteria
1.1 Explain the **benefits** of building collaborative relationships with **stakeholders**
1.2 Summarise the way organisations use **stakeholder mapping** to identify stakeholder needs
1.3 Outline **approaches** to build sustainable stakeholder relationships

Indicative content

1.1 **Benefits**: *may include but are not limited to:*

- *Achievement of organisational and team objectives (for example, improved collective productivity through the deployment of automation and AI-driven workflows).*
- *Improved cross team working to achieve organisational goals.*
- *Identification of new business opportunities (for example identify how emerging AI capabilities can create entirely new product lines or revenue streams)*
- *Management and mitigation of AI risk.*
- *Ability to manage problems and make decisions, enhancing human judgment with data-driven insights*
- *Improved customer satisfaction (for example utilising AI enhanced interfaces to increase response times)*
- *Development of organisational reputation and brand awareness. (for example prioritising Responsible AI use with stakeholders builds a reputation for integrity)*
- *Support/encourage the adoption of AI to improve innovation and creativity.*
- *Development of mutual understanding (for example understanding the ethical use of AI)*
- *Sharing good practice, knowledge, information and resources. Creating AI knowledge bases that ensure expertise is accessible to everyone*
- *Building values, behaviours, trust, cultural awareness, equity, diversity, and inclusion.*
- *Supporting engagement with Corporate, Social Responsibility (CSR), net carbon zero, and sustainability (for example working with sustainability stakeholders to monitor the energy consumption of AI infrastructure)*

Stakeholders*: *may include but are not limited to:*

- *Primary stakeholders: Employees (for example, colleagues, teams, managers, cross functional teams). Management boards. Customers. Suppliers. Unions or Staff Associations.*
- *Secondary stakeholders: Government agencies and regulatory organisations. The media (for example, press, digital and social media). Community groups, pressure groups, and the general public. Commercial organisations (for example, landlords, competitors).*

Stakeholders: These may be internal and/or external*

1.2 **Stakeholder Mapping:** *may include but is not limited to:*

- *Identify stakeholders (Primary and secondary stakeholders).*
- *Map the stakeholders onto a diagram.*
- *Prioritise stakeholders. Use of stakeholder power/interest matrix (Mendelow, 1991).*
- *Analyse stakeholders (Level of stakeholder interest and influence. Assessment of stakeholder needs such as communication preferences, and potential impact, allowing for AI driven tailored engagement strategies to manage expectations, gather insights, and mitigate risks effectively).*

1.3 **Approaches**: *may include but are not limited to:*

- *Use of open and transparent communication, questioning, listening, observation tailored to the needs of stakeholders (for example using multi-channel digital tools to ensure that communication style is personalised and accessible)*
- *Build trust based on reputation backed by transparent data and ethical technology use*

- *Establish roles and responsibilities, shared goals and mutual benefits (for example use AI to map the "Human-AI Interface" within partnerships)*
- *Share knowledge and resources (for example through the creation of a shared AI Intelligence Hub)*
- *Negotiate with and challenge stakeholders to manage change and reduce conflict (for example use use AI to show stakeholders how a proposed change affects each party)*
- *Arrange opportunities for collaboration and communication (for example, meetings, forums, networking events, chat groups, reports), facilitating these through virtual collaboration platforms and AI-assisted scheduling*
- *Review the stakeholder relationship (for example use AI to track engagement levels dynamically)*
- *Understanding the impact of the approach*
- *Evaluate and learn lessons to improve stakeholder relationships.*

Learning outcome 2
Know how to effectively communicate with stakeholders
Assessment criteria
2.1 Outline the **channels of communication** used to effectively communicate with stakeholders 2.2 Summarise the **knowledge** and **skills** required to effectively communicate with stakeholders 2.3 Describe the **barriers** to effective stakeholder communication 2.4 Describe how the barriers to effective stakeholder communication can be effectively **managed**
Indicative content
2.1 **Channels of communication**: *may include but are not limited to:* ● *Face-to-face communication (in person or virtual): Meetings (including meeting agenda, minutes of meetings), presentations. Workshops, forums, focus groups, conferences - supported by AI-assisted transcription, and automated summary tools to ensure accessibility and accurate record-keeping* ● *Written documents: Letters. Briefings/newsletters. Email correspondence. Use of electronic forms/questionnaires. Marketing materials enhanced by generative writing assistants to ensure clarity, professional tone, and brand consistency across all platforms* ● *Written reports: Operational Reports on the day to day progress on productivity through Real-Time AI Progress Tracking, outputs. AI generated automated Status Updates. Performance Reports. AI driven Analytical Reports which present data and information. Compliance and Regulatory Reports (including the management of risk). Budget and Financial Reports (for example dynamic forecasting).* ● *Telephone communication.* ● *Digital communication: Video conferencing (for example using AI driven real time transcription) , instant messaging, live/web chat, webinars, social media posts - Hyper-Personalisation at Scale using AI to help predictive engagement and synthesise content, podcasts, digital marketing. Website (Dynamic interface).*

2.2 **Knowledge:** *These will be specific to organisational type, size and purpose and the role of the First Line Manager and may include but are not limited to:*

- *Types and purpose of formal and informal communications, required to meet stakeholder needs and expectations.*
- *Software systems, desktop applications and capabilities for communicating with stakeholders, utilising the full suite of modern tools, including collaborative platforms and AI-enhanced productivity applications*
- *Cloud based document management systems to share and edit business documentation and reports in real time and delayed time.*
- *Design tools: Artificial Intelligence (AI), using generative and creative AI tools to enhance visual communication*
- *AI driven Business intelligence tools: Dashboards, Data analytics, reporting tools.*
- *Customer Relationship Management (CRM) systems to manage customer interactions, contacts, sales and marketing).*
- *Organisations standards for written and digital communications (for example, brand guidelines, house styles, fonts, letter size, use of graphics, images, templates (for example, emails, presentation slides), use of pronouns)). Ensuring that automated templates and AI writing assistants are pre-configured to adhere to these brand and identity standards*
- *Legal and regulatory requirements: Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015).*
- *Organisational policies and procedures:*
- *Communication policy and procedure: Stating the expectations for communicating with stakeholders. The authority and authorisation to develop and share communications. Access to communication to respond to individual needs, including neurodiversity, disability, individual preferences. Confidentiality (This includes the ethical use of AI, and maintaining human oversight of automated responses)*
- *Corporate Social Responsibility (CSR) and sustainability policy and procedure: Stating approach to meet net zero/net carbon goals (for example, minimising printing, promotion of environmental policy such as use of video conferencing and electronic documents).*

Skills: *may include but are not limited to:*

- *Tailor communication and messages to a target audience to meet their needs and preferences, (for example utilising audience analytics and AI-driven insights to ensure the tone, channel, and content resonate effectively with specific stakeholder groups)*
- *Use clear and concise communication (Use AI to minimise use of jargon, slang)*
- *Structure communication logically, presenting main points clearly (for example, use of AI drafting to create introduction, main points, conclusions).*
- *Format documentation (use of AI-integrated templates - headings, subheading, bullet points, numbers, headers, footers).*
- *Present communications with accuracy (Advanced AI assistants to check spelling, punctuation, grammar, data and information integrity, requirement to cite dates and sources of information).*
- *Use cloud based document management systems to share and edit business documentation.*
- *Use technology to meet organisational requirements such as Artificial Intelligence (AI). Business intelligence tools (Dashboards, Data analytics, reporting tools).*
- *Develop tables, graphs, charts, diagrams using a range of tools including automated data visualisation tools*
- *Use real time AI driven tracking tools (tracking changes, adding comment boxes).*

- *Consistently apply legal, regulatory and organisational policy and procedure (for example, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015).*

2.3 **Barriers**: *may include but are not limited to:*

- *Physical barriers: Environment (for example, levels of noise, acoustics). Working environment (for example, open plan office, remote working), utilising AI embedded virtual collaboration spaces to maintain team presence. Time constraints/time differences (for example, time zones). Resource requirements (for example, technology, software, internet connectivity).*
- *Individual barriers: Preferred types and style of communication, using AI-driven personalisation to deliver messages in the format stakeholders prefer most. Confidence to communicate. Use of language (for example, English as a second language, use of jargon, acronyms). Culture, prejudice, bias, role. Knowledge and capability of stakeholders to communicate using technology.*
- *Legal frameworks and organisational policies stipulating communication methods, approaches and authority to communicate, ensuring that these frameworks evolve to cover data privacy, AI ethics, and the safe use of digital platforms*

2.4 **Managed**: *may include but are not limited to:*

- *Assess needs, AI personalisation preferences and capabilities of individuals to communicate.*
- *Access to and suitability of resources (for example, Digital Toolkit) ensuring access to necessary hardware and AI software*
- *Environmental assessment (for example, use of AI to analyse data and predict impact)*
- *Practical response to need (for example, training, technical support, providing targeted AI literacy programs).*
- *Active listening, restating or adjusting language, changing pace. Checking for understanding.*
- *Negotiating and influencing (for example, combining personal persuasion with data-backed evidence)*
- *Use of emotional intelligence.*
- *Demonstration of cultural awareness and sensitivity.*
- *Understanding the impact on FLM role (for example supervising the use of AI in stakeholder communication)*

Learning outcome 3
Be able to plan and develop communications for a stakeholder audience
Assessment criteria
3.1 Develop a **plan** to communicate information to a **stakeholder audience** 3.2 Develop a **presentation** to communicate information to stakeholders in a **professional** manner
Indicative content
3.1 **Plan**: *A formal written document which may include but is not limited to:* ● *Aims and objectives of stakeholder communication: For example: To provide information on a service or a new product for stakeholders. To share good practice in communicating with stakeholders (for example, developing written communication, use of technology to communicate, responding to individuals needs and preferences with communication), including the adoption of generative AI for drafting. Introduction of a new policy, procedure or process, such as updated data ethics or AI usage guidelines. Promotion of learning and development opportunities focused on digital upskilling.* ● *Stakeholder map identifying who the stakeholders are (including their interests, influence, and needs).* ● *Channel of communication to communicate information to stakeholder audience (for example: meetings in personal/virtual).* ● *Reference to legal, regulatory and organisational requirements considered in the development of the plan (for example, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015), ensuring all communications adhere to digital accessibility standards and AI transparency requirements* ● *Methods to assess the delivery of information to stakeholders ensuring they are treated fairly and respectfully (for example, stakeholder feedback and stakeholder engagement).* ● *Roles and responsibilities of people communicating to stakeholder audience, clearly defining who manages the human dialogue and who oversees the automated or AI-generated distribution channels.* ● *Timeline and/or schedule.* **Stakeholder audience:** *A specific stakeholder group (for example, colleagues, teams and managers).* 3.2 **Presentation** (*for example, to provide information on a service or a new product for stakeholders. Introduction of a new policy, procedure or process. Promotion of learning and development opportunities): Presentation slides to accompany the written communication with presentation notes (use of software, graphics and images).* **Professional**: *may include but is not limited to:* ● *Quality of written communications: Format. Sentence structure. Grammatically correct. Use of correct spelling. Use of fonts and font size in line with communication policy.* ● *Accuracy and authenticity of communications: Data and information sources cited.* ● *Accessibility of communication to meet the audience needs (for example, easy to read).* ● *Purpose of communication is clearly stated.* ● *Presentation structured logically (for example, use of storytelling), presenting main points clearly (for example, use of introduction, main points, conclusions).*

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following recommendations for assessments have been provided for guidance purposes with the exception of assessment activity 3 which must be completed by all learners.

1. The learner may be asked to write a **report** on how to build collaborative relationships with stakeholders.
2. The learner may be asked to provide a **written account** of how to effectively communicate with stakeholders.
3. The learner must plan and develop **communications** for a stakeholder audience.
4. The learner may present **work-based evidence** accompanied by reports/planning documents/reflective accounts to meet each of the assessment criteria.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Checklists -

031 Effective communications - delivering presentations

148 Strategic partnering

197 Participating in projects

CMI Models -

Word doc: Communications plan

How to Build Long-Lasting Collaborations

Articles -

Fuze: Building A Modern Collaborative Office

Blog -

How to do watercooler communication in a hybrid world

Useful Links -

Business Communication: A Simple Hack to Help You Communicate More Effectively

https://hbr.org/2024/01/a-simple-hack-to-help-you-communicate-more-effectively

Collaboration challenge for 2022—be intentional, transparent, and creative

https://www.mckinsey.com/featured-insights/in-the-balance/collaboration-challenge-for-2022-be-intentional-transparent-and-creative

Books

Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6th Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5th Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion*): The Choir Press. London, UK.

Suggested Reading

Carnegie, C. (2022) A Guide to Effective Communication in Leadership, Relationships & Work: How to Create Conversations That Matter, Practice Empathic Listening Skills & Build a Healthy Relationship with Anyone. Independently Published.

Delalo, O.N. (2024) *Unleash Your Strengths: The Ultimate Book on Transformational Leadership*. Independently Published.

Dietmar, S. (2021) *Developing Coaching Skills: A Concise Introduction*. Econcise GmbH.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*. London, UK.

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact:* Independently Published.

Wyatt, P.A. (2022) *Impactful Influence for Modern Leaders: How to Use the Power of Influence to Lead Other People Toward Success:* Eagle Ridge Books. USA.

Unit 357 - Managing Data and Information with AI

Ofqual unit number	R/652/0254
RQF level	3
Guided learning hours	21
Total unit time	50
Credits	5
Aims of unit	The ability to solve problems, make timely business decisions and respond to customers' needs is all dependent on the ability to access good quality data and information. AI is increasingly essential in managing the growing volumes of data, as this challenge has become increasingly difficult to manage. On successful completion of this unit, First Line Managers will be equipped with the knowledge of how AI can be used to gather, assess and analyse different types of data and information, and how to report findings for different business purposes within legal and organisational guidelines.
Keywords	Data and information gathering, qualitative and quantitative data and information, primary and secondary sources, organising and analysing data and information, report writing.

Learning outcome 1
Understand the reasons for collecting data and information
Assessment criteria
1.1 Explain **reasons** why organisations collect data and information
Indicative content
1.1 **Reasons**: *may include but are not limited to use of data and information from the team and others to solve problems and inform decision making processes and may include but are not limited to answers questions, solve problems, testing solutions, communication, legal purposes, validate research, investigate, test hypotheses, business insight, audit and legal purposes, enable core AI Functions, enable AI systems to 'learn', drive growth, enhance efficiency (Data, Information, Knowledge, Wisdom (DIKW) model, Ackoff, 1989).*

Learning outcome 2
Know the types and use of data and information used by organisations
Assessment criteria
2.1 Explain the **differences** between data and information 2.2 Discuss sources of **primary and secondary** data and information 2.3 Explain types and use of **quantitative** and **qualitative** data and information
Indicative content
2.1 **Differences:** *may include but are not limited to: Data is raw, unprocessed facts (like numbers or words), while information is data that has been organised, processed, and given context, making it meaningful and useful for understanding or decision-making.* 2.2 **Primary:** *may include but are not limited to internal and external data and information (for example, surveys, questionnaires, customer feedback, focus groups, interviews, observations).* **Secondary:** *may include but are not limited to internal and external data and information (for example, desk research, organisational records, web-based records, historical research, reports, social media, search engines).* 2.3 **Quantitative:** *types of data and information may include but is not limited to facts, statistics, figures, numerical information, percentages. Measuring and analysing things, answering "how many," "how much," and "how often" to identify patterns, test hypotheses, compare groups, and make objective, statistically sound decisions, help quantify problems, and track trends over time.* **Qualitative:** *types of data and information may include but is not limited to words, pictures, discussions, audio recordings, video, comments, observations. Understanding the 'why', providing deeper insights, informing improvements in services, products, policies*

Learning outcome 3
Know how to manage data and information
Assessment criteria
3.1 Explain the **legal** and **organisational** requirements for **managing** data and information 3.2 Identify organisational **roles and responsibilities** for managing data and information 3.3 Outline approaches for **checking** data and information against organisational needs 3.4 Discuss **methods** used to organise data and information 3.5 Outline **challenges** of managing data and information 3.6 Identify **solutions** to address key challenges of managing data and information

Indicative content
3.1 **Legal:** *may include but are not limited to Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015 and any other sector specific regulations. Learners may also make reference to other local laws as relevant.* **Organisational:** *may include but is not limited to communication and knowledge sharing policies, procedures and protocols, safety, AI ethics, security, risk, reporting and audit.* **Managing:** *may include but are not limited to collecting, storing and sharing data and information.* 3.2 **Roles:** *may include but are not limited to data controller, data processor, data engineer, data analyst, roles such as human resources, marketing, sales, IT.* **Responsibilities:** *may include but are not limited to: Strategy, Governance, Quality, Integrity, Security & Privacy, Access, Usability, Lifecycle Management* 3.3 **Checking:** *may include but is not limited to: the use of frameworks, root cause analysis, validation and profiling, real time monitoring, automated checks, performance metrics, relevance checks, audits* 3.4 **Methods**: *may include but are not limited to data and management and use of different technologies in business and may include but are not limited to: databases, spreadsheets, management information systems, centralised cloud services, AI and automation, Integrated Workspaces, data repositories, data lakes, data warehouse, and naming convention.* 3.5 **Challenges:** *may include but are not limited to: structured and unstructured data and information, compatibility, Quality & Integrity, indexing, Volume, Variety & Scalability, Governance & Strategy, silos & integration, migration of data sets, cost, availability, Accessibility & Usability, analysis, resources, People & Technology (AI readiness), absence of document control, Security & Privacy.* 3.6 **Solutions:** *may include but are not limited to: Use Multimodal Large Language Models (LLMs), Deploy Data Lakehouses, use semantic indexing rather than keyword indexing, AI Digital Compliance Officers, AI-driven Auto-Tagging (document control), Natural Language Interfaces, audits, Skills-Gap Analytics to highlight training and development need,*

Learning outcome 4
Know how to interpret data and information and communicate findings
Assessment criteria
4.1 Summarise **methods** for examining and interpreting data and information 4.2 Explain the **advantages** and **disadvantages** of **tools** used to communicate findings to a target audience
Indicative content
4.1 **Methods:** *may include but are not limited to Agentic Data Scrubbing to highlight quality issues or anomalies, identifying trends and Multimodal Pattern Recognition, Real time monitoring. Real time analytics, statistical analysis, benchmarking, Predictive & Prescriptive Modeling* 4.2 **Tools:** *may include but are not limited to use of different technologies in business, the production of reports and the use of data and information to solve problems and support decision making and may include but are not limited to: Verbal Presentations & Meetings, Visual Aids & Data Visualisations: Charts, graphs, diagrams, and infographics, Written Reports & Documents: Formal reports, memos, fact sheets (one-pagers), and journal articles. Digital Communication Channels: Email: Social Media, Webinars/Seminars: Websites & Blogs, Customer Relationship Management (CRM) Platforms* **Advantages**: *may include but are not limited to* • *Reach & Accessibility: Digital tools like apps, social media, and online platforms allow findings to reach vast, geographically diverse audiences quickly and easily.* • *Engagement & Interactivity: Platforms enable immediate feedback (likes, comments, shares), fostering discussion and social interaction, increasing engagement.* • *Targeting & Personalisation: AI and data analytics enable precise audience segmentation (location, department) for hyper-relevant messaging, as seen in targeted ads.* • *Efficiency & Cost-Effectiveness: Online tools often save time and money compared to traditional methods, automating tasks and delivering content at scale.* • *Data-Driven Insights: Tools provide analytics on message performance, helping refine future communications* **Disadvantages:** *may include but are not limited to* • *Distraction & Overload: Audiences face numerous messages, leading to short attention spans and potential disengagement (information overload).* • *Misinformation Risks: Ease of sharing also facilitates the rapid spread of fake news or misinterpreted data.* • *Reduced Personal Touch: Automated or digital methods can feel impersonal, lacking the empathy and nuanced connection of face-to-face communication.* • *Privacy Concerns: Hyper-personalisation relies on data collection, raising significant data privacy issues.* • *Technical Barriers & Cost: Some advanced tools have high costs or require technical skills, creating a digital divide or barrier for some users/organisations.*

Recommendations for assessment

Learners may approach the assessment in a number of ways. All success criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence for management and reporting of data and information.

The following opportunities are recommendations for guidance purpose only.

1. The learner may be asked to respond to a **scenario** based on analysing data or information for a specific business issue, problem or solution.
2. The second opportunity would be to write a **report** based on the principles of managing and reporting on data and information.
3. The learner may draw upon their **own experience** of managing, analysing and reporting on data and information within their own organisation.
4. The learner might create a **presentation** based on principles of managing and reporting on data and information.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

External Weblinks
- GOV.UK: Data Protection Act
- Information Commissioners Office: Freedom of Information Act 2000

Relevant Theories, Frameworks and Models
- Ackoff (1989) Data, Information, Knowledge, Wisdom (DIKW) Models

Unit 358 - Nurturing a Culture of AI Readiness

Ofqual unit number	T/652/0255
RQF level	3
Guided learning hours	40
Total unit time	80
Credits	8
Aims of unit	All organisations have a unique structure, character and culture. Without developing an awareness of how an organisation operates, particularly in the context of adopting Artificial Intelligence (AI) tools and strategies, it is challenging to lead and manage people effectively. Awareness begins with an understanding of the way different organisations are structured, as well as how they are influenced by culture, values and ethics, especially concerning AI ethics and governance. On successful completion of the unit, First Line Managers will understand the role of an organisation's strategic business plan, including its AI strategy, and how they can contribute to the organisation's success.
Keywords	Awareness, organisations, characteristics, structure, function, strategy, influence, culture, values, ethics, behaviours, management, leadership, success.

Learning outcome 1
Understand how and why organisations are structured
Assessment criteria
1.1 Summarise the **characteristics** of different **types** of organisations 1.2 Outline the **factors** which influence an organisation's ability to succeed 1.3 Explain the **role of a strategic business plan** to achieve organisational goals

Indicative content

1.1 **Characteristics**: *may include but are not limited to:*

- *Size and scope of organisations: Global, Regional, Local, SME (Small, Medium and Enterprise)*
- *Organisational structure: Flat, hierarchical, matrix. People's roles and responsibilities. Levels of authority.*
- *Governance: Policies, procedures, reporting and legal frameworks (for example, Company boards, shareholders, investors, trustees relevant to organisational type).*

Types: *may include but are not limited to:*

- *Public Sector - Police Services, Fire Services, Civil Service.*
- *Private Sector - Sole Trader (Sole Proprietor), Partnerships, Limited Company (Ltd), Public Limited Company (PLC).*
- *Third Sector - Charities. Social Enterprise. Community Interest Company (CIC).*

1.2. **Factors:**

- *External factors: may include but are not limited to:*
  - *Political Factors: Government change. Introduction of, and changes to Government policies on AI integration and use. AI Sovereignty*
  - *Economic Factors: Changing state of the economy (for example the AI Productivity Paradox), Capital investment in AI, Interest rates and inflation. Customer spending on AI, Ability to access finance. Ongoing AI resource costs. Competitor positioning and pricing (for example using AI for dynamic pricing).*
  - *Social Factors: AI Literacy & the Generational Divide, brand authenticity, Automation Anxiety, Changing customer trends/behaviours as a result of an increase in customers wanting hyper-personalized experiences, AI ethics, values and behaviours. Influence of social media and AI algorithms.*
  - *Technological Factors: Access and use of generative and agentic AI, Physical AI & Human-Robot Collaboration, Cybersecurity,*
  - *Legal Factors: Legislation relating to people and practices (for example but not limited to: Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017), Online Safety Act (2023), Copyright, Designs and Patents Act 1988, Product Regulation and Metrology Act 2025, Consumer Rights Act 2015).*
  - *Environmental Factors: Corporate Social Responsibility (CSR), Using AI to meet environmental sustainability and green management (organisational, national, global targets), Sustainable AI reporting, Small Language Models (SLMs)*

- *Internal factors: Organisations Strengths, Weakness, Opportunities, Threats (SWOT) may include but are not limited to:*
  - *AI Strategic business plan.*
  - *AI Operating environment.*
  - *Governance of AI*
  - *AI Policies and processes.*
  - *Communication.*
  - *Resource management (for example the cost of implementing and maintaining AI).*
  - *AI Ethics, values, behaviour's, and culture.*
  - *Management and leadership knowledge and capability of AI.*
  - *Image, reputation, brand.*

- Attitudes to AI innovation and change.
- Organisational AI sustainability.
- Impact on first line manager's role
- Interpretation and communication of data using AI
- Readiness and ability to harness AI

1.3 **Strategic business plan:** *may include but is not limited to:*

- *Provides long term direction by defining the organisation's AI strategy.*
- *States the organisation's vision, mission, values, aims and objectives ensuring that AI objectives align*
- *Assesses strengths, weaknesses, opportunities and threats to identify key priorities of AI adoption*
- *Provides detailed strategies and action plans to meet the business aims and objectives, implementing the AI Integration Roadmap, shifting from manual workflows to AI-driven operations (for example deploying AI agents to handle routine human resources task)*
- *Identification and allocation of resources required to implement and maintain AI*
- *Sets Specific, Measurable, Achievable, Realistic, Time-bound (SMART) targets and milestones for AI adoption into core business functions.*
- *Sets out how the strategic business plan will be communicated to internal and external stakeholders (for example, staff, shareholders, customers, general public).*
- *Outlines organisational sustainability, risk management, AI ethics and long-term plans.*

Learning outcome 2
Understand the influence of culture, values, ethics and behaviours on organisations
Assessment criteria
2.1 Explain the **impact** of different **types of organisational culture** on organisational success 2.2 Summarise how the **principles** of equity, diversity and inclusion are **applied** in an organisational context 2.3 Describe how **values, ethics and behaviours** support the achievement of organisational goals
Indicative content

2.1 *Types of organisational culture*: may include but are not limited to:*

- *Traditional culture: Values stability. May hold long term beliefs and methods of working.*
- *Results driven culture: Prioritisation of outcomes. Data analytics and AI-driven insights to measure performance against targets.*
- *Collaborative culture: Focus on teamwork, community (digital teammate), shared values, open communication, sense of belonging, learning (for example real time upskilling), mutual support (for example automating high-stress/repetitive workloads), growth into a Human-AI Partnership*
- *Customer centred culture: Focus on customer needs and satisfaction (for example using AI to predict customer needs, personalise responses, real time response and feedback)*
- *Innovative culture: Encouragement to experiment with AI, creative exploration, explore new ideas, take calculated risks, predictive modelling, utilise emerging technologies*
- *Ethical and inclusive culture: Promotion of equity, diversity and inclusion, values and behaviours, ethical AI use*

**Definitions of organisational culture are evolving all the time in response to changes in ways of working, emerging business types and research. Organisations may adopt more than one type of culture.The list provided is not exhaustive.*

Impact: *may include but are not limited to impact on individuals, teams, other stakeholders (for example, customers, suppliers, general public). Organisational performance, reputation, recruitment, retention, risk and development of staff.*

2.2 **Principles**: *may include but are not limited to legal and regulatory requirements to protect people from discrimination: Equality Act. Use of protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.*

Applied: *may include but are not limited to organisational policy, procedure and practice related to the organisations commitment to, and engagement with, equity, diversity, and inclusion in relation to:*

- *Recruitment and selection of staff: Equity of access for applicants. Removing barriers to employment. Transparent approach to promotion within the organisation. Improving recruitment for underrepresented groups of people, diversity of managers and leaders.*
- *Learning and development: Programmes (including real time learning) to develop knowledge skills and understanding of equity, diversity and inclusion, types of discriminatory behaviours.*
- *Accessible work environment: Making adjustments to the work environment or ways of working to support individual needs (for example, adaptive physical environments and Cognitive & Neurodiverse Support).*
- *Promoting and supporting equity, diversity and inclusion: Action plans to support and promote equity, diversity and inclusion and continuous improvement (for example using Real-Time Equity Auditing and Inclusive Communication & Language) .*
- *Development of groups or networks to advocate for internal and external stakeholders (aligned to specific areas of diversity such as ethnicity, gender, sexual orientation).*
- *Management of feedback, complaints and whistleblowing. Support for internal/external stakeholders who have made a complaint regarding discrimination.*
- *Monitoring and reporting: Predictive Analytics - analysing data relating to workforce structure. Staff recruitment, selection, retention and career advancement (for example Intelligent Recruitment and Flight Risk Modeling) . Employee feedback/engagement surveys.*

2.3 **Values, ethics and behaviours:** *may include but are not limited to:*

- *Values: Alignment with the organisation's mission and vision, defining "Human-Centric" Success, empowerment to use AI as a "Co-pilot" to enhance employee creativity. trust.*
- *Ethics: Foundation for decision making. Impact on internal and external stakeholder relationships, trust, engagement and reputation. Mitigates risk. Bias Mitigation, Data privacy and consent, Safety and Robustness (for example, ethical AI requires "Human-in-the-Loop" systems)*
- *Behaviours: Cultivating an "AI-Ready" Culture, Data Literacy, continuous learning, Psychological Safety, Influences the organisation's ability to adapt, innovate and change. Leading by Example, AI transparency, Integrity.*

Learning outcome 3
Understand the role of First Line Managers in contributing to organisational success
Assessment criteria
3.1 Summarise the **role** of First Line Managers in contributing to an organisation's success 3.2 Explain how First Line Managers **promote** organisational values, ethics and behaviours
Indicative content
3.1 **Role**: *may include but are not limited to:* ● *Contributes to the achievement of organisational aims and objectives through collaboration and cross team working.* ● *Implements organisational policies, procedures.* ● *Engages with senior managers/leaders to identify people and team outcomes and priorities (use of AI, time management and prioritisation tools).* ● *Translates organisational aims and objectives into actionable plans and tasks for individuals and teams (for example using Large Language Models (LLMs) to translate objectives into plans).* ● *Provides leadership and direction (for example, using AI to assist in resource allocation). Monitors individual and team performance and provides feedback .* ● *Manages stakeholders (for example using AI driven personalisation).* ● *Identifies and responds to the learning needs of people and teams and finds solutions to address these. Reports and records outcomes. (for example use of AI-driven Learning Management Systems (LMS) can identify skill gaps within the team)* ● *Responds effectively to day to day operational challenges including conflicts (use of problem solving techniques to provide solutions and influence decision making).* ● *Communicates data and information with people and teams, adapting style to meet the needs of the audience. Uses generative AI to produce documentation (for example real time reporting, spreadsheets). Uses a range of communication techniques (for example, adapting the style to the audience: using AI to "translate" technical data into a simplified presentation. Use of negotiation and influencing skills).* ● *Shares good practice, acknowledges the achievement of others.* ● *Contributes to the planning and delivery of projects (use of digital (AI-powered project management tools) or non digital project management tools and techniques to monitor progress and take corrective action to meet delivery outcomes).* ● *Identifies opportunities for change (for example, using AI can spot patterns in operational data). Contributes to the delivery of change, reduces conflict, works flexibly, adapting to circumstances. Supports continuous improvement.* ● *Manages budgets and resources efficiently to implement operational and team plans (for example using AI forecasting models).* ● *Acts professionally, ethically and with integrity, motivates, inspires, trains, coaches and develops others.* ● *Is accountable, and takes responsibility for own area of operation*

3.2 **Promote**: *may include but are not limited to:*

- *Interpret and apply legal, regulatory and organisational requirements, policies and procedures, stay current on evolving standards, including data privacy and AI governance frameworks. Share good practice and advise stakeholders on their application.*
- *Interprets, applies, upholds and role models organisational codes of conduct, policy and procedure.*
- *Communicates the organisation's expectations on behaviours and performance to internal and external stakeholders. Clarifies standards for professional conduct, including the responsible use of AI-generated content*
- *Leads and manages AI use in an ethical manner (makes decisions with integrity).*
- *Manages stakeholder relationships: Supports an inclusive culture by ensuring digital accessibility and treating all stakeholders fairly, with respect, and without bias.*
- *Manages operational activities following policy and processes, reports problems and challenges to senior managers/leaders.*
- *Role models values, ethical practices and Corporate Social Responsibility (CSR) and sustainability (for example, ethical use of AI and data).*
- *Promotes equity, diversity, inclusion, sustainability and wellbeing.*
- *Shares good practice and offers advice and guidance with internal and external stakeholders fostering a culture of continuous learning in an evolving technological landscape*

Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.

1. The Learner may be asked to write a guide entitled: '*Organisational Awareness for First Line Managers*'

2. The Learner may present **work based evidence**, accompanied by reports/reflective accounts to meet each of the assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Checklists -

028 Developing and implementing a code of ethics

086 Development for passive people

196 Carrying out a PEST/PESTLE analysis

232 Understanding organisational culture

CMI Models -

Change management plan

Models - McKinsey's 7s framework

How to Design Organisational Structures by Understanding Organisational Routines

Models - 5-D appreciative inquiry

Articles -

How to Spot Your Strengths and Weaknesses

The new manager: your first 100 days

Blog -

In Recruitment, if You Don't Ask, You Don't Get

Useful Links

How Do Staff Retention And Recruitment Strategies Hold Up In 2024?
https://www.forbes.com/sites/forbesbusinesscouncil/2024/03/06/how-do-staff-retention-and-recruitment-strategies-hold-up-in-2024/

Line managers' role in supporting the people profession

https://www.cipd.org/uk/knowledge/factsheets/line-managers-factsheet/

Books

Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6th Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5th Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion*): The Choir Press. London, UK.

Subject Specific Suggested Reading

Bermudez, A., (2022) *Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength*: Independently Published.

Delalo, O.N. (2024) *Unleash Your Strengths: The Ultimate Book on Transformational Leadership.* Independently Published.

Kouzes, J.M., & Posner, B.Z. (2022) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7th Edn).* Jossey-Bass. London. UK.

Minchin, K**.** (2019) *Always Time for Coffee: A Down-to-Earth Guide for Frontline Managers, Team Leaders, and Supervisors:* Kate Minchin: London: UK.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*. London, UK.

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact:* Independently Published.

Wyatt, P.A. (2022) *Impactful Influence for Modern Leaders: How to Use the Power of Influence to Lead Other People Toward Success:* Eagle Ridge Books. USA.

Unit 359 - AI Awareness for First Line Managers

Ofqual unit number	Y/652/0256
RQF level	3
Guided learning hours	20
Total unit time	60
Credits	6
Aims of unit	This unit aims to equip First Line Managers with the essential knowledge and critical skills required to integrate Artificial Intelligence (AI) tools responsibly into their team operations. It will explore the range of AI tools available to drive team productivity, whilst developing an understanding of legal and organisational frameworks impacting AI usage. This unit also focuses on the "human element" of technology adoption, teaching First Line Managers how to build team confidence and develop awareness of how to use accountable judgement for AI-informed decision making.
Keywords	AI tools, responsibility, team productivity, frameworks, impact, risks, opportunities, barriers, knowledge, skills, reliability, validation.

Learning outcome 1
Know how to use AI responsibly to drive team productivity
Assessment criteria
1.1 Identify **AI tools** that may **impact** team productivity. 1.2 Outline legal and organisational **frameworks** influencing AI use 1.3 Assess the **risks** associated with using AI tools to drive team productivity
Indicative content
1.1. **AI tools:** *may include but are not limited to Generative AI (for example: ChatGPT, Claude, Gemini), project management tools (for example: Asana, Trello), productivity tools (for example: Miro), meeting assistants and documenters (for example: fireflies.ai), specialised scheduling tools (for example: Reclaim.ai), transcription services (for example: Otter.ai), and CRM automation (for example: Salesforce Einstein),* **Productivity:** *may include but is not limited to a reduction in administrative lead times, automated meeting summaries and actions, faster drafting of team communications, and optimised shift rotation.* 1.2 **Frameworks:** *may include but are not limited to:* ● Legal - *UK GDPR (2018), Data Protection Act 2018, EU AI Act, Equality Act (2010), Employment Rights Act (2024/2026), Product Safety Regulation Framework, Digital Omnibus Proposal, Copyright,*

Designs and Patent Act (1988).

- Organisational - *Cyber and data security policies, Cyber Incident Response plans, Acceptable Use Policies (AUP), Data Ethics Charters, Third Party Risk Management (TPRM), Human Resource and Talent Management policies, Performance Management policies, Business Continuity and Disaster Recovery (BCDR), Intellectual Property policies.*

1.3 **Risk:** *may include but is not limited to algorithmic bias in recruitment, "hallucinations" (confident false info), data leakage of proprietary information and data, lack of training and awareness, and reduction of emotional intelligence.*

Learning outcome 2
Know how to develop team confidence in adopting AI tools
Assessment criteria
2.1 Outline the **opportunities** and **barriers** to teams adopting AI tools confidently 2.2 Assess the **knowledge** and **skills** teams require when utilising AI tools 2.3 Compare **approaches** in supporting teams to adopt AI tools confidently
Indicative content
2.1 **Opportunities:** *may include but are not limited to upskilling staff, reducing burnout by automating "drudge work," empowerment, personalised support, and identifying patterns in team performance data.* **Barriers:** *may include but are not limited to fear of job displacement, change anxiety and fear, lack of psychological safety, skill atrophy, lack of technical literacy, "Shadow AI" (unsanctioned tool use), and high initial learning curves.* 2.2 **Knowledge:** *may include but is not limited to an understanding of prompt engineering, data privacy, legal and organisational frameworks and standards.* **Skills:** *may include but are not limited to critical verification of AI output, ethical questioning, and change management.* 2.3 **Approaches:** *may include but are not limited to peer-to-peer and/or reverse mentoring, training and development, "Sandboxed" pilot projects, transparent "AI Town Halls," and incentivising experimentation. Building trust and psychological safety. Managing change transitions.*

Learning outcome 3
Understand how to be accountable when making AI-informed decisions
Assessment criteria
3.1 Outline the **role** of the First Line Manager in ensuring the reliability of AI-informed decisions 3.2 Explain how to **validate** the accuracy of AI outputs 3.3 Outline a process for escalating **failures** in AI-informed decisions
Indicative content
3.1 **Role:** *may include but is not limited to:* ● Verifying and validating AI outputs - *spot-checking, cross-referencing* ● Providing legal and ethical oversight - *bias detection, policy compliance, transparency* ● Risk management - *setting thresholds, escalation, maintaining capability* **3.2 Validate:** *may include but is not limited to primary source comparisons, date lineage audits, the "smell test", external factor integration, multi-model validation, subject matter expert reviews, fairness audits, and framework alignment.* 3.3 **Failures:** *may include but are not limited to:* ● Ethical and bias-related failures - *algorithmic discrimination, privacy breaches, inappropriate content* ● Technical and data integrity failures - *persistent hallucinations, model drift, security incidents* ● Operational and safety failures - *systemic workflow disruption, safety violations, unmanageable cost overruns*

Recommendations for assessment
Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only. 1. Written tasks such as guides, report and proposals 2. Scenarios and case studies Further guidance It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Key Legislation & Regulatory Frameworks

- **Information Commissioner's Office (ICO):** *Guidance on AI and Data Protection (Updated 2026)*. Essential for AC 1.2 regarding **UK GDPR** and the **Data Protection Act 2018**.
- **UK Government (GOV.UK):** *The Data (Use and Access) Act 2025*. Provides the latest legal standards on automated decision-making and data portability.
- **European Union:** *The EU AI Act Compliance Portal*. Crucial for managers in organisations with EU ties to understand "High-Risk" AI classifications.
- **Equality and Human Rights Commission (EHRC):** *AI and the Equality Act 2010*. Guidance on preventing **algorithmic discrimination** in recruitment and performance management.

Global Standards & Management Frameworks

- **ISO/IEC 42001:2023:** *Information Technology — Artificial Intelligence — Management System (AIMS)*. The primary international standard for establishing ethical and reliable AI governance within an organisation.
- **NIST AI Risk Management Framework (v1.5):** A practical guide for managers to identify and mitigate risks like **model drift** and **hallucinations**.

Professional Journals & Insight Platforms

- **MIT Sloan Management Review:** *The Human-AI Collaboration Series*. Focuses on building **team confidence** and managing the psychological shift of AI adoption.
- **Harvard Business Review (HBR):** *AI for First-Line Leaders*. Provides case studies on using AI for **resource management** and **KPI monitoring**.
- **The Alan Turing Institute:** *AI Ethics and Governance*. Research papers and workbooks on **bias detection** and **transparency**.

Digital Skills & Productivity Weblinks

- **FutureDotNow:** *The Essential AI Skills Framework*. A resource for managers to assess the **knowledge and skills** their teams require.
- **PromptEngineering.org:** Practical guides on **prompt engineering** to improve the quality of AI-generated team communications.

Unit 360 - Principles of Cyber Security for First Line Managers

Ofqual unit number	A/652/1382
RQF level	3
Guided learning hours	20
Total unit time	60
Credits	6
Aims of unit	This unit aims to equip First Line Managers with the foundational knowledge and practical habits required to maintain a secure digital environment within their teams. It will explore the most common cyber threats facing modern workplaces such as phishing, social engineering, and data leakage while developing an understanding of the manager's role in enforcing organisational security policies. This unit also focuses on the "human element" of defense, teaching First Line Managers how to foster a culture of vigilance, identify behavioral red flags, and lead their teams effectively during the initial stages of a suspected security incident.
Keywords	Operational Environments, Cyber Threats, Security Controls, CIA Triad, Incident Response, Human Factors, Escalation, Reporting Culture, Compliance, Secure Practices

Learning outcome 1
Understand key cyber security concepts, threats and controls in operational environments
Assessment criteria
1.1 Outline key cyber security **concepts** relevant to operational environments 1.2 Explain the **impact** of **cyber threats** in operational environments 1.3 Summarise the **purpose** of cyber security **controls** used in operational environments
Indicative content
1.1 **Concepts** *may include but are not limited to the CIA Triad (Confidentiality, Integrity and Availability. Management of Threat, Vulnerability and Risk. Least Privilege. Authentication vs Authorisation. Defence in Depth. Zero Trust.* 1.2 **Impact** *may include but is not limited to financial loss, reputational damage, operational downtime, legal or regulatory fines, loss of customer trust, personal confidence/resilience (for example: health and wellbeing)* **Cyber threats** *may include but is not limited to:* ● *Phishing and Social Engineering: Attackers manipulating team members into revealing login*

credentials, authorising fraudulent payments, or downloading malicious files.

- *Ransomware and Malware: Malicious software that infects operational networks, encrypting critical files or locking down systems, thereby halting daily business activities.*
- *Insider Threats: Actions by current or former employees, which can be intentional (for example: stealing intellectual property or sabotaging systems) or accidental (for example: inadvertently deleting operational data or misconfiguring a database).*
- *Supply Chain/Third-Party Compromise: Threats originating from the external vendors, software providers, or contractors that your operational teams rely on to function.*
- *Unpatched Vulnerabilities: Exploitation of outdated software, legacy IT systems, or poorly secured Operational Technology (OT) used by the team.*
- *Physical Security Breaches: Unauthorised individuals gaining physical access to operational areas, leading to the theft of hardware, sensitive printed documents, or direct tampering with physical server*

1.3 **Purpose** *may include but is not limited to preventing unauthorised access, protecting data confidentiality and integrity, ensuring business continuity, detecting malicious activities early, and mitigating operational risks.*

Controls *may include but are not limited to firewalls, antivirus software, role-based access control (RBAC), physical security (for example: ID badges, locked doors) and regular data back-ups.*

Learning outcome 2
Know how to respond appropriately to cyber incidents and testing activities
Assessment criteria
2.1 Outline requirements for **escalating cyber incidents** 2.2 Outline appropriate **actions** when **unusual system behaviour** occurs 2.3 Distinguish between **authorised cyber testing activity** and a **cyber incident**
Indicative content
2.1 **Cyber incidents** *may include but are not limited to clicking a suspicious link, a team member losing a company laptop or mobile device, noticing unusual system slowdowns, or receiving a ransomware pop-up message.* ***Escalation requirements:*** *may include but are not limited to: Identifying the severity (Critical, High, Moderate), legal, regulatory and operational requirements, internal and/or external, immediate response, trigger points* 2.2 **Actions** *may include but are not limited to escalating to cyber security team and/or management, disconnecting the affected device from the network (without turning it off), alerting the IT/security desk, and advising team members not to interact with suspicious messages.* **Unusual system behaviour** *may include but is not limited to sudden sluggish performance, disabled anti-virus software, unexpected pop-ups, or unprompted cursor movements.* 2.3 **Authorised cyber testing activity** *may include but is not limited to scheduled penetration tests, vulnerability scanning, or simulated phishing campaigns conducted by the internal IT team.* **Cyber incidents** *may include but are not limited to an actual, unapproved compromise, such as a real malware infection, unauthorised data exfiltration, or compromised user credentials.*

Learning outcome 3
Understand the behavioural factors that influence cyber security in teams
Assessment criteria
3.1 Identify **human-factor risks** which may impact cyber security in the workplace 3.2 Explain the **importance** of organisations having an incident reporting culture 3.3 Outline the **impact** of a First Line Managers' behaviour on team security practices
Indicative content
3.1 **Human-factor risks** *may include but are not limited to lack of security awareness, fatigue, mental health and wellbeing (for example: high stress), shadow IT, workplace complacency, weak password creation habits, and susceptibility to psychological manipulation (social engineering).* 3.2 **Importance** *may include but is not limited to enabling rapid threat containment, identifies specific areas needing targeted training, fostering a "no-blame" culture that encourages early reporting, and ensuring compliance with mandatory reporting laws.* 3.3 **Impact** *may include but is not limited to encouraging strict team compliance, empowerment, psychological safety, encouragement of escalation.*

Learning outcome 4
Be able to embed secure working practices within team operations
Assessment criteria
4.1. Propose **actions** to reinforce secure handling of information in team workflows 4.2 Outline how organisational **policies** are applied to routine team **activities** 4.3 Explain the implementation of security **practices** within the team
Indicative content
4.1 **Actions** *may include but are not limited to enforcing a strict clear-desk/clear-screen policy, holding regular 5-minute security briefings (for example: "toolbox talks"), ensuring secure disposal of confidential waste, and implementing secure file-sharing protocols instead of email attachments.* 4.2 **Policies** *may include but are not limited to Acceptable Use Policy (AUP), Data Protection/Privacy Policy (such as GDPR compliance measures), Bring Your Own Device (BYOD) policy, and Password Management Policy.* **Activities** *may include but are not limited to onboarding and offboarding staff (managing access rights to systems), remote working routines (using VPNs), handling customer data during transactions, and sharing documents with external partners.* 4.3 **Practices** *may include but is not limited to monitoring team compliance with newly rolled-out policies, allocating dedicated time for team members to complete mandatory security training, acting as a communication liaison between the team and the IT security department, and embedding security checklists into daily standard operating procedures (SOPs).*

Recommendations for assessment
Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only. 1. Written tasks such as guides, report and proposals 2. Scenarios and case studies Further guidance It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials
Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant. **Key Legislation & Regulatory Frameworks** • **Information Commissioner's Office (ICO):** Guidance on Data Protection and Cyber Security breaches. Essential for understanding the UK GDPR and Data Protection Act 2018 in the context of cyber security. • **UK Government (GOV.UK): The Computer Misuse Act 1990.** Key legislation governing unauthorised access, hacking, and cyber security standards. **Global Standards & Management Frameworks** • **ISO/IEC 27001 (Information Security Management):** The primary international standard for establishing secure operational environments, covering foundational controls such as the CIA Triad (Confidentiality, Integrity, and Availability) and least privilege. • **NIST Cybersecurity Framework:** A practical guide to identifying, protecting, detecting, responding to, and recovering from cyber threats such as ransomware, malware, and insider threats. **Professional Journals & Insight Platforms** • **National Cyber Security Centre (NCSC) Insights:** Provides reports, guidance, and case studies on mitigating human-factor risks (such as phishing and social engineering) and fostering a "no-blame" incident reporting culture.

- **Dark Reading / Cyber Security Hub:** News platforms covering the latest vulnerabilities, supply chain compromises, and incident response strategies.

Digital Skills & Productivity Weblinks

- **NCSC: 10 Steps to Cyber Security:** Practical steps for managers to embed secure working practices, such as Acceptable Use Policies (AUP) and Bring Your Own Device (BYOD) protocols, within team workflows.
- **SANS Institute - Security Awareness:** Free resources for training teams to identify behavioral red flags and unusual system behaviour

Unit 361 - Data Principles for First Line Managers

Ofqual unit number	D/652/1383
RQF level	3
Guided learning hours	20
Total unit time	60
Credits	6
Aims of unit	This unit aims to equip First Line Managers with the foundational data literacy and management skills required to handle organisational information effectively and ethically. It explores the "data lifecycle" within a team context from accurate collection and storage to basic analysis and reporting while developing an understanding of the legal and organisational requirements for data privacy and protection. This unit also focuses on the "human element" of data, teaching First Line Managers how to move their teams away from "gut-feel" decision-making toward evidence-based practices. Managers will learn how to build team confidence in using data to track progress, improve quality, and maintain operational transparency.
Keywords	Data, characteristics, management, challenges, expectations, good practice, issues

Learning outcome 1
Understand how data is managed within organisational systems
Assessment criteria
1.1 Identify how **organisational data** is generated in daily activities 1.2 Explain **characteristics** of reliable data 1.3 Outline how organisational data is **managed** within organisational systems
Indicative content
1.1 **Organisational data** *may include but is not limited to financial records, customer details, employee timesheets, inventory logs, sales transactions, customer feedback surveys, supply chain delivery manifests, website traffic logs, internal HR policies, and production line metrics* 1.2 **Characteristics** *may include but are not limited to accuracy, timeliness, completeness, relevance, objectivity, granularity, traceability, accessibility, and format consistency*

1.3 **Managed** *may include but is not limited to data entry and retention procedures, automated system backup, secure storage (for example: cloud vs. local servers), physical security (for example: locked filing cabinets for physical data), version control systems, data pseudonymisation, access permissions, archiving or disposal rules*

Learning outcome 2
Know how to interpret data to support decision making
Assessment criteria
2.1 Compare **methods** for presenting data in relation to making decisions 2.2 Explain **challenges** when interpreting data for decision making 2.3 Examine **methods** for demonstrating accountability for analytical outputs used in decision making
Indicative content
2.1 **Methods** *may include but are not limited to infographics, narrative summaries, RAG (Red/Amber/Green) status indicators, pivot tables, charts, dashboards (including AI-based systems), summary tables, and trend graphs.* 2.2 **Challenges** *may include but are not limited to missing or incomplete data, data entry errors, misinterpretation of visualisations, outdated information, information overload, cognitive biases (like confirmation bias), hidden variables, lack of contextual understanding, and time-lags in reporting.* 2.3 **Methods** *may include but are not limited to audit trails of documentation (for example: where data was sources and analytical), peer reviews, transparent reporting, validating automated outputs, formal sign offs.*

Learning outcome 3
Know how to apply responsible data practices within a team
Assessment criteria
3.1 Outline **expectations** for the responsible handling of data 3.2 Explain **good practice** for data discipline within a team 3.3 Identify when **issues** with data should be escalated
Indicative content
3.1 **Expectations** *may include but are not limited to adhering to legal and regulatory frameworks (for example: Data Protection Act (2018), Intellectual Property Act (2014)) and organisational procedures (for example: acceptable use policies), maintaining confidentiality, prompt reporting of phishing attempts, respecting intellectual property, and minimising the collection of unnecessary data.* 3.2 **Good practice** *may include but is not limited to locking screens when away, double-checking data entry, regular password updates, avoiding shared logins, clear file naming conventions, regular data cleansing, standardising date and time formats, using secure file transfer protocols (SFTP), and completing mandatory compliance training.* 3.3 **Issues** *may include but are not limited to suspected data breaches, unauthorised access, corrupted files, persistent data errors, lost organisational devices, phishing attacks, ransomware infections, misdirected emails containing sensitive data, hardware failure, and the accidental deletion of shared files*

Recommendations for assessment
Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only. 1. Written tasks such as guides, report and proposals 2. Scenarios and case studies Further guidance It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

Suggested reading/web resource materials

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication.
All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Key Legislation & Regulatory Frameworks

- **Information Commissioner's Office (ICO) - Guide to GDPR:** Essential reading for setting expectations on the responsible handling of data, confidentiality, and understanding the Data Protection Act (2018) and Intellectual Property Act (2014).

Global Standards & Management Frameworks

- **DAMA-DMBOK (Data Management Body of Knowledge):** A comprehensive framework covering the data lifecycle and exploring the characteristics of reliable data, including accuracy, timeliness, completeness, and granularity.
- **ISO 8000 (Data Quality):** The global standard for enterprise data quality, which assists in managing data accurately within organisational systems.

Professional Journals & Insight Platforms

- **MIT Sloan Management Review (Data & Analytics):** Focuses on moving teams away from "gut-feel" decisions to evidence-based practices, and how to overcome cognitive biases when interpreting data.
- **Harvard Business Review (HBR) - Data Visualisation:** Articles and case studies on the best practices for presenting analytical outputs using dashboards, RAG (Red/Amber/Green) indicators, and trend graphs.

Digital Skills & Productivity Weblinks

- **The Data Literacy Project:** Resources and tools to help First Line Managers build team confidence, improve data discipline, and standardize data entry.
- **Data.gov.uk:** A useful resource for understanding transparent data reporting, secure storage, and archiving rules

Annex 1 - Command Verb Definitions

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Complete	Ensure something is finished with all of its parts.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Construct	To create or build something original
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Critically Appraise	As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.
Critically Assess	As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used. Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.

Critically Analyse	As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used. Critical analysis not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Discuss	As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic. Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Evaluate	As with evaluate, but considering the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation
Critically Examine	As with examine, but provides the opportunity to conduct a thorough examination involving carefully analysing and evaluating a subject/topic to understand its underlying assumptions, logic, and implications to clearly establish a need. It combines both analytical and creative thinking, allowing a deeper understanding and informed judgement and exploration of a process or alternatives. Critical examination aims to promote deeper understanding and informed judgement. Critical examination not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Reflect	As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Deliver	Ensure something is conveyed or done with stakeholders/clients

Demonstrate	Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Devise	Invent a system, solution or procedure from new/existing principles/ideas.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.

Plan	Make a plan, for example, a change plan or a project plan, before starting activities to achieve an aim.
Prepare	To make or develop something ready which will happen in the future.
Present	To make clear to an audience of stakeholders the outcomes of a learner's studies/findings. (May take the form of a presentation).
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Profile	An outline giving a description of a role or organisation
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	To prepare a detailed account or statement about an event or topic in a specified format
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

Annex 2 - Assessment Activity Definitions

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work Based Evidence	An activity from within the workplace that is used by the Learner to evidence and/or demonstrate competence and understanding

Annex 3 - Revisions To Document

The below table summarises any revisions made to this document since publication.

Revisions Summary	Rationale for Revision	Document Version	Revision Date
First publication	First publication	Version 1	April 2026
Inclusion of units 360 (Principles of Cyber Security for First Line Managers) and 361 (Data Principles for First Line Managers)	Additional technical AI units ready to be added to qualification	Version 2	May 2026